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ABSTRACT

Designed for the primary grades, the guidance activities in this document cover thirty-three topical areas: capabilities, changes, cooperation, criticism, differences, family, feelings, free time, friends, following directions, handicaps, honesty, improving environment, kindness, patience, paying attention, problem solving, rejection, responsibility, role playing, rules, school phobia, school relevancy, self acceptance, self control, self importance, senses, sharing, social skills, strangers, tattling, values, and work habits. A list of guidance materials and directions for conducting the magic circle activity are also included. The activities are arranged in alphabetical order by topical area. The format for each activity includes objectives, related career development area, list of needed materials, and directions for conducting each activity. (The career development areas are identified as the following: individual and environment; world of work; self; economics; education and training, employability, and work adjustment; and decision making.) (BM)

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SOUTHWESTERN CITY SCHOOLS

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SUPERINTENDENT

ED156866

CAREER EDUCATION

# PRIMARY GUIDANCE ACTIVITIES

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Assistant Superintendent
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Director
Career Education

CE 012 121

The goals and objectives of South-Western's Career Education Program are achieved through the intergration of seven developmental areas into a life related curriculum:

.. Individual and Environment
.. World of Work
.. Self
.. Economics
.. Education and Training
.. Employability and Work Adjustment
.. Decision Making

This booklet has been prepared to provide the classroom teacher with Guidance Activities that support the life related curriculum.

Warren F. Doerr
Director
CAREER EDUCATION PROGRAM

CE 017 121

ACTIVITIES COMPILED

by

RUTH HAUCK



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| | |
|---|---|
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LIBRARY BOOKS CLASSIFIED BY AREA OF CONCERN
(*easy to read)

| SUBJECT | PRIMARY |
|---|---|
| All Inclusive | Role Playing for Social Values (Shaftel & Shaftel)<br>Directive Teaching Instructional Management System (note where) |
| Bad Behavior | *If Everybody Did |
| Capabilities | Jerry the Newsboy (Shortall)<br>Tico and the Golden Wings (Lionni) |
| Careers | Olga Korbet - Tears and Triumph (Jacob)<br>Janet Lynn - Sunshine on Ice (Jacob) |
| Changes | Sometimes I Hate School (Barkin)<br>The Terrible Thing That Happened At Our House (Blane)<br>Jeff's Hospital Book (Sobol)<br>*One Frog Too Many (Mayer) |
| Cooperation | Swimmy (Lionni)<br>The Happy Owls (Piatti) |
| Death | Nonna (Bartoli)<br>The Dead Bird (Brown)<br>Why Did He Die (Harris) |
| Differences | Crow Boy (Yashima)<br>All Except Sammy (Cretan)<br>The Five Chinese Brothers (Bishop)<br>Frederick (Lionni)<br>Repito's Story (Fern) |
| Earning Respect | The Lazy Beaver (Bowen) |

| SUBJECT | PRIMARY |
|---|---|
| Effort | Maxie (Kahl)<br>The Country Bunny and the Golden Shoes (Heywood)<br>Whistle for Willie (Keats)<br>Umbrella (Yashima)<br>The Little Engine That Could (Piper) |
| Fable | Why Mosquitos Buzz in Peoples Ears (Aardema) |
| Family | All Kinds of Families (Simon) (includes Father in Jail) |
| Feelings | The Shoemaker and the Elves (Brothers (Grimm)<br>I Have Feelings (Berger)<br>That Makes Me Mad (Kroll)<br>What Color is Love (Auglund)<br>Love is a Special Way of Feeling (Auglund) |
| Friends | Are We Still Best Friends (Barkin & James)<br>*A Bargain for Frances (Hoban) |
| Giving | The Wild Birthday Cake (Davis) |
| Honesty | Sam, Bangs, and Moonshine (Ness)<br>The Boy Who Would Not Say His Name (Vrecken) |
| Independence | I'll Fix Anthony (Viorst)<br>The Tale of Peter Rabbit (Potter) |
| Kindness | Fiona's Bee (Keller)<br>*One Frog Too Many (Mayer) |
| Only Child | Why Couldn't I Be An Only Kid Like You Wigger (Hazen) |

| SUBJECT | PRIMARY |
|---|---|
| Patience | The Littlest Raindeer (DeWitt)<br>Kid Brother (Beim)<br>Wait Til the Moon is Full (Brown)<br>*The Carrot Seed (Krauss) |
| Problem Solving | Angelique (Davoisin)<br>Best Friends for Frances (Hoban) |
| Quarreling | *The Little Brute Family (Hoban)<br>The Quarreling Book (Zolotov)<br>Let's Be Enemies (Udry) |
| Reform | Little Toot (Gramatky) |
| Rejection | *Peter's Chair (Keats)<br>A Baby Sister for Frances (Hoban) |
| Role Playing | Role Playing for Social Values (Shaftel) |
| School Revelency | Thin Ice (Beim) |
| Self Acceptance | *Once a Mouse (Brown)<br>*Maxie (Kahl)<br>Alexander and the Wind-up Mouse (Lionni)<br>Ferdinand (Leaf)<br>*Just Me (Ets)<br>The Smallest Boy in the Class (Beim)<br>The Growing Up Book<br>I Like to Be Me (Bel Goddes)<br>*Just Me (Ets) |
| Self Importance | *A Tiger Called Thomas (Zolotov) |
| Sharing | The Poppy Seeds (Bulla)<br>Stone Soup (Brown) |
| Values | I'll Be The Horse If You'll Play With Me (Alexander) |
| Work Habits | *Benny's Animals and How He Put Them In Order (Selsam) (planning) |

LIBRARY BOOKS CLASSIFIED BY AREA OF CONCERN
(*easy to read)

| SUBJECT | INTERMEDIATE |
|---|---|
| Adoption | Seven Years From Home (Blue) |
| All Inclusive | Role Playing for Social Values (Shaftel & Shaftel)<br>Directive Teaching Instructional Management System<br>Me and Fat Glenda (Perl)<br>The House Without A Christmas Tree (Rock)<br>Learning About Values Manual (Cook Pub. Co.)<br>The Trumpet of the Swan (White)<br>Summer of the Swans (Byars) |
| Bad Behavior | Otis Spofford (Cleary) |
| Capabilities | Marv (Sachs) |
| Changes | The Terrible Thing That Happened At Our House (Blane) |
| Cooperation | The Blind Men and the Elephant (Quigley) |
| Death | Meet the Austins (L'Engle)<br>The High Pasture (Harnden)<br>Why Did He Die (Harris)<br>Home From Far (Little)<br>Island of the Blue Dolphins (O'Dell)<br>Nonna (Bartoli) |
| Differences | By George, Bloomers (St. George)<br>Frederick (Lionni)<br>Crow Boy (Yashima) |
| Effort | The Country Bunny and the Golden Shoes (Heywood) |
| Family | Farmer Boy (Wilder) |

| SUBJECT | INTERMEDIATE |
|---|---|
| Feelings | Shadrach (DeJong)<br>The Shoemaker and the Elves (Brothers Grimm)<br>That Makes Me Mad (Kroll) |
| Friends | Meaning Well (Cole)<br>The Hundred Dresses (Estes)<br>The Preacher's Kid (Blue) |
| Giving | The Wild Birthday Cake (Davis) |
| Handicaps | The Dark of the Cave (Rydberg)<br>Windows for Rosemary (Vanee)<br>Follow My Leader (Garfield)<br>Johnny Tremain (Forbes)<br>The Door in the Wall (deAngeli)<br>David in Silence (Robinson)<br>Mine for Keeps (Little)<br>Don't Feel Sorry for Paul (Wolf)<br>Summer of the Swans (Byars)<br>He's My Brother (Lasker) |
| Honesty | Sam, Bangs, and Moonshine (Ness) |
| Independence | Lucky, Lucky White Horse (Epstein)<br>Nothing To Do (Hoban) |
| Kindness | Fiona's Bee (Keller)<br>Crystal is the New Girl (Gordon) |
| Loneliness | Crow Boy (Yashima)<br>Island of the Blue Dolphins (O'Dell) |
| Moving | Indian Hill (Bulla) |
| Patience | Kid Brother (Beim)<br>Nobody Plays With A Cabbage (DeJong) |
| Responsibility | North To Freedom (Holm) |
| Role Playing | Role Playing for Social Values (Shaftel) |

| SUBJECT | INTERMEDIATE |
|---|---|
| School Revelency | Thin Ice (Beim)<br>My Side of the Mountain (George)<br>School Bell in the Valley (Carlson) |
| Self Acceptance | The Smallest Boy in the Class (Beim) |
| Sharing | The Poppy Seeds (Bulla)<br>Stone Soup (Brown) |
| Sickness | Grandma Didn't Wave Back (Blue) |

# CAPABILITIES

Objective: Children will plan ahead for achievements and evaluate their own capabilities.

Career Developmental Area: Self

Materials: Duso I Unit VI
" " Introduction
" " Story B
" " Story C

Activities: ASK children what they want to accomplish within a period of a week. Ask them to make a check list so they can evaluate themselves at the end of the week. Hand out to each child a sheet of paper with these headings:

Things that I do well
Things that I do not do well
Things that I would like to do better

After children have evaluated the questions, discuss the following:

Do your strengths outnumber your weaknesses?
How?
What things do you want to do better?
Why?
Do we always need to achieve success?
Why?

## CAPABILITIES

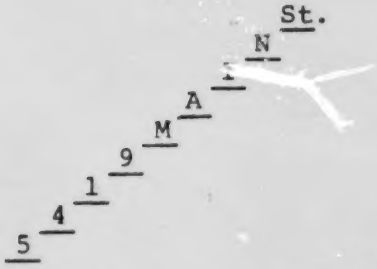
Objective: Children will relate a success to the class and chart an accomplishment for the future.

Career Developmental Area: Self and Decision Making

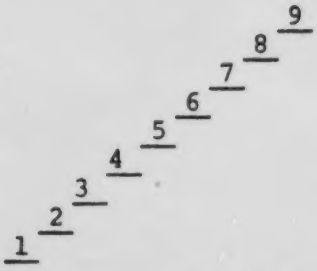
Activities: Have the children tell the class something they can do now but used to be afraid to try. Then have the children describe how they learned to do it. This activity will provide an opportunity for the child to become aware of his/her own growth and encourage him/her to try other, new things.

SAY: Many difficult things can be learned if we start at the beginning and keep trying.

Draw steps for the children for a special thing they have to learn. Have them start at the bottom and work their way to the top. Children will be at different levels; so individual steps will be needed. Some suggestions might be: naming the children in the class, identifying numbers, identifying letters, learning addresses, etc.




Child's address




Number Identification

## CAPABILITIES

Objective: Children will rate themselves in school-required behaviors.

Career Developmental Areas: Self and Decision Making/Employability and Work Adjustment Skills

Activities: Make Own Report Card
Put name at top of paper
List: planning work, sticking to task, finding information, thinking for self

Discuss items (meaning and how shown)
Write subject after each time well done, or give a grade.
Discuss how each item could be improved.

## CAPABILITIES

Objective: Children will act out attributes of Helpful and Helpless and talk about consequences.

Career Developmental Area: Individual and Environment and Decision Making

Materials: Song "You Can Do It, Too" and game
Duso I Manual, p. 40-41

Activities: Puppet Activity - Helpful and Helpless

Children use puppets, take parts and perform the following:

a. Teacher asks children to learn a long poem, saying, "learn as much of it as you can".

b. On the way to the bus, you are supposed to stay in line. You see a kindergarten child whose papers are blowing away, and he cannot recover them alone.

c. Following a heavy snowfall, the driveway is in need of shoveling. It is a long driveway - more than a child could finish alone.

d. The teacher has given a list of words for a spelldown. There are more words than the children feel they have time to learn.

e. There is a student in your class you have never played with. You think you would like to have the person as a friend.

f. Mother's Day is coming, and you have no money to buy a gift.

## CAPABILITIES

Objective: The child will view and/or hear stories about capabilities.

Career Developmental Area: Self (relation to)

Materials: Song "Lazy Mary" and "Wake Me, Shake Me"
Duso I Manual, p. 110
(contrast a lazy person with one who plans ahead for the day)

Filmstrip SRA "Judy's Ups and Downs" (Judy tries walking home by herself, finds she is lost, then finds she has a problem relating to another child because of her anxiety.)

Filmstrip SRA "The Parade" (Each child takes part with something they can do.)

Filmstrip KINDLE I "Nothing Is Something To Do"
KINDLE II - HOW DO I LEARN

Filmstrip EYEGATE "Try Try Again"

Filmstrip SVE (no sound) "How Do You Rate At Home, At School With Friends?"

Movie MIP ATTITUDES "Why Not Try"
"We Can Do It"

Story Duso I Unit IV, Story C "John Teaches Himself"
Unit V, Intro, Story A, Story B, Story C "The Swing", "Best Way to Learn", "The Loafers"

CHANGES

Objective: The child will recognize experiences in the activities as changes which can be accepted and dealt with calmly and which are problems common to his age.

Career Developmental Area: Self and Decision Making - application

Materials: Filmstrip: GA - "Understanding Changes in the Family", "Not Together Anymore", and "Playing Dead".

Filmstrip: Oaktree 7 - Spring, Fall, Summer, Winter (Responsibilities Change With Seasons)

Story: Duso I - Unit II, Story D (Friends Change)
Activity - Puppet Activity II D

Story: Duso I - Unit VIII, Story B (Moving)

Movie: MIP "Living Things Are All Around Us" (GETTING ALONG WITH OTHERS) (moving, father in service, different cultures)

Movie: MIP "Growing Up" (GETTING ALONG WITH OTHERS)

Movies: MIP "Tell Us How You Feel," "When You Get Hurt", "Visiting The Doctor" (HEALTH)

Activities: DISCUSS how I feel when I don't follow directions to stay with Mommy and Daddy and get lost. List things I need to know: to whom I go, name, phone, address.

Role Play with puppets - assume different ages. Discuss reasons for different behavior at different ages.

A good activity for talking about being afraid and lost is in Duso I - Role Playing, Card VII A

# COOPERATION

Objective: The student will share materials, divide responsibility, and exchange opinions and information with a partner.

Career Developmental Area: Individual and Environment, Decision Making, and Employability and Work Adjustment Skills

Activities: STORY: Mary and John were getting ready for the graduation program at their school. Each student was assigned a partner to work on a part of the program. Mary was working with Ed on awards and John was working with Cindy on entertainment. Mary and Ed worked very hard on awards. They each got ideas for ten awards and collected ideas for emblems and trophies. They talked over the ideas, chose the best ones, and designed the emblems to be given together.

John and Cindy did not work together on their part. John did not like Cindy's ideas and did not share any with her. Cindy wanted to have the talented students in the class perform, but John would not agree to her ideas.

On the day of the program Mary and Ed had their awards ready and everyone thought the emblems were great. John and Cindy did not have the entertainment ready so there was no entertainment. After the program, teachers, students and parents congratulated Mary and Ed on the great awards. John and Cindy congratulated them too, and said next time they would work together on their part because they felt so bad that there was no entertainment. They said they would be more responsible next time.

DISCUSSION: Why do you think Mary and Ed did such a good job on awards?
What does it mean to cooperate?
When we share materials, are we cooperating?
Why is it important to divide up responsibilities to get a job done?
Why is it important to exchange opinions and information?
If you disagree with your partner, what is the best way to handle this disagreement?

Tell the students what you expect them to do. "What are some of the steps you should follow when you're working on a task with a partner? How did John and Cindy handle their disagreement?" (Put list on board)

A. When working with a partner, share materials.
B. When working with a partner, divide responsibilities equally.
C. When working with a partner, exhange opinions and information.
D. When working with a partner, work out your disagreements.

Teacher model A to D with another student. Select a project you plan to assign to the class. Work with a student. Begin the role-playing by stating the project on which you will be working, by making a list of materials needed, and by discussing what you will need to share.

Assign each student a partner for working on a project. Assign different pairs of students to make displays on the bulletin board each day. Observe each pair as they work and praise desired behaviors. For those children who do not learn the behavior, the teacher may wish to ask each child to work with her on a small project, such as taking attendance or hanging pictures. Praise any behavior close to the appropriate behavior. Be sure projects are enjoyable.

## COOPERATION

Objective: Children will hear and discuss their own cooperative and uncooperative behaviors.

Career Developmental Area: Employability and Work Adjustment Skills and Individual and Environment

Materials: Movie "Our Class Works Together" and "Being a Good Sport"

Filmstrip EYEGATE Oaktree 7 (Spring, Winter, Summer, and Fall)

Movie MIP (Getting Along With Others)

Filmstrip Lollipop Dragon "Working Together" "Taking Turns"

Story Duso I Unit III Introduction and Story A (Groups) Act RP III A and PA III A

Story Duso I Unit III All on Cooperation. Act PA III B and III C and III D RP III B, III C, III D

Story Duso I Unit IV Story A (Lazy) RP IV A and PA IV A

COOPERATION

Objective: The student will comply with requests of peers in authority.

Career Developmental Area: Employability and Work Adjustment Skills

Activities: PLAY: Two students who have mastered the above mentioned skill will put on a play. One student plays cafeteria monitor; another, a regular student. The play begins with the regular student running in the cafeteria; the cafeteria monitor is on the other side. When the cafeteria monitor sees the student running, he says, "Please stop running in the cafeteria." The other student stops running and begins to walk, saying "Sorry, I forgot."

DISCUSSION: What happened in this play? (Get full description) "_____ knew how to obey the cafeteria monitor. Why did this student listen to _____? When are some other times when students are put in charge? Why should you obey these students when they tell us what to do? How should you behave when a student in charge tells you what to do?"

LIST ON BOARD:
A. Listen to him/her.
B. Apoligize for breaking rule.
C. Thank him/her for reminding you.
D. Do what he/she says.

SHOW STUDENTS WHAT YOU EXPECT THEM TO DO: Choose a student to be the "student" and you be the hall monitor. The student in charge (teacher) will tell the other student to do something, and the student will comply. If the student exhibits desired behaviors, he/she can then be the authority and teacher chooses another student to be "student". After each role play, students will describe the behavior of the "student" and decide if he/she followed the steps discussed.

HAVE STUDENTS PRACTICE: Appoint a teacher assistant and give him/her a list of instructions to give members of the class. Teacher chooses student to receive instructions:
A. Hand in math papers.
B. Open your reading books to p. 107
C. Please close the door
D. Get the globe in the back of the room.
E. Please pick up your waste paper and put it in the trash basket.

Cooperation, continued

PRAISE STUDENTS who comply with specific descriptive praise. Reward desired behavior by delegating positions of authority.

Students in charge may have little tickets which they hand out to students who obey them. Those tickets may have pictures or sayings having to do with how well the student obeyed.

# CRITICISM

Objective: The child will respond, in a simulation, to criticism and then discuss the situation.

Career Developmental Area: Self

Activities: Role Playing Activity in Duso I. Role Playing Card I-E gives students an opportunity to respond to a "grouch" as the grouch criticizes their efforts. The presentation of the "grouch" is initiated by the teacher's drawing being criticized by the "grouch".

# CRITICISM

Objective: When receiving correction of his/her school work, the student will respond verbally and without signs of anger.

Career Developmental Area: Self and Decision Making, process

Activities: INTRODUCTION: This skill is intended for individual students having a problem with accepting corrections. It is not advisable to discuss mistakes at length in a group situation. The following teacher behavior should be analyzed prior to beginning a strategy with an individual student.

A. The teacher demonstrates a polite reaction to mistakes. This should encourage students to take it in stride if their work needs to be checked.

B. The teacher's verbal corrections should be given in a calm, helpful tone and preceded by a positive comment. Example: "I'm glad you got this paper completed. Now, I think we need to look at this problem again." The student must not be made to feel threatened.

C. When working on a one-to-one basis, the teacher may point out that she needs for the student to respond to his/her comments and corrections. This may enable him/her to re-explain the assignment.

D. It must be taken into account that the number of correct responses needs to be greater than the number of errors. If there are frequent mistakes and corrections, the student may feel too frustrated.

SHOW THE STUDENTS WHAT YOU EXPECT THEM TO DO. Set up a situation in which the teacher makes an obvious error and then acknowledges the students' correction. For example, the teacher may write and say, "2 + 2 = 3". When corrected, say, "Oops, I made a mistake." Or "Thanks, I'd better fix that". Or "Thank you for pointing that out. That gives me trouble sometimes." Do this several times with the class.

Criticism, continued.

Another way may be to have a poster or bulletin board which has caricatures with the caption "Oops, I made a mistake." Teacher may use the poster as a stimulus to discuss the fact that there is no big deal to be made of it. (Most Important Person Movies include "Oops I Made a Mistake" in Attitudes. It's great.)

TELL THE STUDENTS WHAT YOU EXPECT THEM TO DO: List the steps involved in accepting criticism.

A. Listen to the correction
B. Question the person if the comments are not understood or ask for restatement.
C. Acknowledge their comment by "OK", "Thanks", or "Oops".

Review the steps you followed in response to correction. "Let's see; did I remember to":

A. Listen
B. Ask questions if needed
C. Let the person know I heard and understood.

Never set up a situation in which a child is made to demonstrate an error.

HAVE STUDENTS PRACTICE WHAT YOU WANT THEM TO DO: The child should be given the opportunity individually to respond to correction every day and be praised for appropriate responses.

ADDITIONAL SUGGESTIONS:

1. Set up a contract or token system for student to count correct responses himself/herself. Pair the system with praises.

2. Before correcting student's schoolwork, praise another student for accepting correction of his or her work.

3. When correction of schoolwork is done in writing, provide a positive comment also to the target student - possibly a smiling face.

# DIFFERENCES

Objective: The child will describe differences in himself/herself and others.

Career Developmental Area: Self

Materials: Story Duso I Unit I Story B, Activity PA 1A, RP 1A, RP 1B

Filmstrip Kindle "People Packages"

Movies MIP "I'm the Only Me" (Identity)

Movie MIP "How Do We Look" (Identity)

Activities: NAME FOUR CHILDREN and have class guess who is shortest, next shortest, etc. Then have children line up so you can check accuracy.

AN INDIVIDUAL CHILD DESCRIBES another child without naming him/her. Others guess who he/she is. If a child describes his/her clothing say, "Good, but how would we know that person when he/she wore different clothes?"

TAKE ME TO MY HOME GAME. A child covers his eyes while someone from the group puts an article on the floor behind him/her. The child discovers the article and takes it back to its owners. If the child does not know the owner, he/she may ask questions to help him/her find the object's home.

MAKE TWO LISTS ON THE CHALKBOARD with pupils supplying facts.

Good points about people our age
Bad points about people our age

COLLECT PICTURES OF CHILDREN from magazines and newspapers for a collage of faces. The wide variety of faces will provide opportunity for a discussion of differences. What would it be like if people did not look different? How are all people pictured on the bulletin board alike?

# DIFFERENCES

Objective: Children will describe specific children and note differences in what we like, what we need, and how we look.

Career Developmental Area: Self

Materials: Role Playing Activity in Duso I, Role Playing Card IA pantomimes a boy building a tree house and finding out that specifications for the size of the house had to be changed as other, different, people used it.

Activities: POLICEMAN AND LOST CHILD GAME: Select one child to be the policeman and another to be a parent. The parent asks, "Mr. Policeman, can you help me find my lost child?" The parent then proceeds to describe one of the children in the class. When the child is found and identified, the parent becomes the policeman, and the missing child becomes the parent.

DIFFERENT IDEAS AND VALUES: Have each child draw a picture of the most beautiful, the funniest or the most frightening thing that he has ever seen. Have everyone draw on the same theme. Let each child tell about his/her picture. Point out that we are often different in what each of us considers beautiful, funny, etc.

# FAMILY

Objective: The child will describe differentiating characteristics of family members.

Career Developmental Area: Individual and Environment

Materials: Movie MIP"Who Are You In Your Family"(Identity)

Movie MIP "Every Family is Special"(Identity)

Movie MIP "What Do You Mean" (Getting Along With Others)

Filmstrip World of Work - What Do Mothers Do, What Else Do Fathers Do

Filmstrip GA Understanding Changes In the Family:

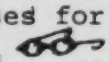
Little Brother, Big Pest
We're Adopted
What's A Family

Activities: Discuss how family members work together for the benefit of the entire family.

List ten (10) tasks related to home and five (5) related to school - children tell which.

Make mobiles - coat hangers covered with construction paper. Children draw houses on front and back. Hang paper circles from hangers on which have been drawn family members performing tasks.

Make an outline of your house; draw the people in the house. Use "balloons" for conversation and write what the people are saying (what families communicate about - how to live together)

Each child design glasses for another member of his or her family.  Father, Mother, Sister

Each child wear one or imagine what that person would like to watch on TV, or what magazines he or she would like to read, etc.

FAMILY

Objective: The student will draw clothes and tools appropriate to his family.

Career Development Area: World of Work

Activities: Have students draw pictures of their parents in the clothes they wear to work. Cut them out to make paper dolls. Make clothes for the paper dolls to wear at home or when they do something else. Make some tools or things for the paper doll to use at work.

# FEELINGS

Objective: The student will identify or act out feelings involved in specific situations.

Career Developmental Area: Self

Materials: Paper plates.

Activities:

1. Children act out a situation involving feelings of anxiety such as an old man who lives next door and scolds a child in Role Playing Card VII C.

2. Children show a happy or sad face when an experience is described. The faces are made from paper plates and pasted together back to back. DUSO Manual p. 56-57.

3. A flip-face, a more complicated form of the happy-sad face described above, is constructed. These faces are used to tell about a time when children were not happy with themselves and a time when they were happy with themselves. DUSO I Manual p. 44.

FEELINGS

Objective: The children will talk about feelings and hear others talk about feelings.

Career Developmental Area: Self

Materials:

Activities: DISCUSS: The thing that makes me HAPPY is seeing _____ _____.

The thing that makes me SAD is seeing _____ _____.

Good Feelings Flowers Bulletin Board - On a bulletin board put up flowers with spearate petals enough for all class members. Write a positive comment on a flower petal, such as "Todd smiled".

Badges can be constructed showing feelings. Each day the child wears one to show how he or she feels.

Good Feeling Book - Put names of children in a box. Have a child draw out a name. Write about the child whose name is drawn, telling good thoughts and positive actions. Draw a new name daily.

Have students find a picture in a magazine of someone who is unhappy and tell the class what they think has made the person unhappy. Discuss what this person can do about his or her problem.

Magic Circle:

How Someone Made Someone Else Feel Bad (See Magic Circle Direction Card)

How I Feel When Someone Tries To Make Me Do Something I Don't Want To Do

How I Feel When Someone Won't Let Me Cry

How I Feel When Someone Won't Listen To Me

How Someone Made Me Mad (Difference between angry and bad)

# FEELINGS

Objective: The child will discuss, or hear discussed, feelings appropriate to situations.

Career Developmental Area: Self

Materials: DUSO I Unit VII Story A, Moving

Activities: ROLE PLAY Going camping all night (wind, shadows, bugs)
Lost parents in a department store
Going to a doctor
Going to a dentist
Moving to a new house
When parents go away

Make paper-mache masks and paint them to show favorite feelings (the me I want to express)

Charades - Each child is given a card with a feeling written at the top so teammates do not see the word. He or she expresses that feeling without using the specific word. The other team discusses the possibilities and then makes a guess.

How do feelings affect the body? What do different parts of the body symbolize? (ex: heart is love) Where are the hinges on your body? What parts of your body could be described as elastic? What is the day and night of your body? Discuss the body as a rhythm instrument.

Feel your face as it changes with you: smile, laugh, squint, make faces, cough, hold breath, cry, etc.

FEELINGS

Objective: Children will express anger with non-aggressive words.

Career Developmental Area: Self and Decision Making (Process)

Materials: Role Playing for Social Values p. 380-382

Activities: Read Story: One day Jerry brought thirty pieces of fudge to school for his birthday treat. He put the fudge on the shelf as the teacher told him to do. As he returned to his seat, he saw Kenny, a boy in the class, leaving the room. Jerry thought Kenny might eat all the fudge; so he hid it in the cupboard. Jerry then left the room to go out for recess. When he left Kenny came back and snifted out the fudge. By the time Jerry came back, Kenny had eaten all the fudge. Needless to say, Jerry was very, very angry! But Jerry knew how to handle his anger; he knew that hitting or calling Kenny names would not get his fudge back and would get him in trouble with the teacher. So he said to Kenny, "Because you ate my fudge, Kenny, I have nothing to serve for my birthday treat. This makes me angry." Then Kenny felt very bad that he had eaten all the fudge. He said, "I'm sorry Jerry. It was very selfish of me." Kenny felt so bad that he went to the cafeteria and bought cookies to give Jerry.

Question: How did Jerry express his anger? Good! Why do you think Jerry's way of expressing anger was the best way?
What are some of the things that make us angry?
Why should we stop and think clearly about the right way to handle our anger?

Tell the Student What You Expect Them To Do.

1. Tell the person how you feel.
2. Tell the person what he/she has done.
3. Tell the person how what he/she has done affects you.

Show The Children What You Expect Them To Do. Pretend you are angry. Show how you might express anger using the three steps. "When you are noisy, I get angry because I know that everyone can hear." Ask the students to identify the three steps in your behavior.

Have the Students Practice. Children role play situations.

1. A student cuts in line in front of another.
2. A student takes a toy car from someone who has been playing with it.
3. A student discovers that another student has taken his other pencil without asking.
4. A student is interrupted by another during library time.
5. A student discovers that another has lost his/her ruler.

Observe and identify steps. Praise appropriate responses. Continue praise everyday.

FEELINGS

Objective: The child will name feelings he/she has that others have. The child will relate instance of own same feeling. The child will role play feelings he/she has in a given situation and relate appropriate behaviors.

Career Developmental Area: Self

Materials:

| | |
|---|---|
| Filmstrip: | GA Understanding Changes in the Family - Little Brother Big Pest |
| Filmstrip: | KINDLE "All Kinds of Feelings" (Who Am I - 1) |
| Filmstrip: | KINDLE "All Kinds of Feelings" (Getting Along - 3) |
| Filmstrip: | KINDLE "Who's Afraid" (How Do I Learn - 2) |
| Filmstrip: | KINDLE "Making Mistakes" (How Do I Learn - 2) |
| Filmstrip: | SRA Circle of Feelings |
| Filmstrip: | SRA Judy's Ups and Downs |
| Movie: | MIP Tell Us How You Feel (Health) |
| Movie: | What To Do About Upset Feelings |
| Movie: | MIP I'm Lonely (Attitudes) |
| Movie: | MIP It's Not Fun Being Angry |
| Story: | DUSO I Unit I Story D (Frowny Brown) Activity - Puppet Activity ID |
| Story: | DUSO I Unit II Story B (Punishment) |
| Story: | DUSO I Story E (Rejection) Activity - Role Playing IE |
| Story: | DUSO I Unit II Understanding Feelings |
| Prints: | DUSO II - Large Pictures |

Activities: Discuss what colors make you think of - how they make you feel.
Use yourself as an example: What color do I make you feel - remind you of?
What is there about me that reminds you of that color?
(Then they can ask questions of each other.)

Role play feelings seen and discussed.

Magic Circle: (See Magic Circle Directions)

I can tell about something that makes me feel good.

FEELINGS

List of Feelings:

| | | | |
|---|---|---|---|
| Tired | Hungry | Sleepy | "Bad" |
| Happy | Possessive | Belonging | Foolish |
| Hot | Optimistic | Angry | Relieved |
| Cold | Pessimistic | Hurt | Disappointed |
| Shy | Involved | Sorry for self | Content |
| Hopeful | Worthless | Sad | Grouchy |
| Bored | Important | Surprised | Shocked |
| Stubborn | Lonely | Revenge | Upset |
| Suspicious | Embarrassed | Self-Concious | "Mixed up" |
| Relaxed | Excited | Relief | Afraid |
| Uneasy | Awkward | Guilty | Interested |
| Confused | Scared | Powerful | Wondering |
| Amused | Patient | Hateful | Jumpy |
| Dependent | Frustrated | Loved | Nervous |
| Independent | Jealous | Physically injured | "Can't Wait" |
| Protective | Irritated | Glad | "Not Sure" |
| Worried | Proud | Stupid | Joyful |
| | | | Ashamed |

# FREE TIME

Objective: The child will find acceptable ways of using free time.

Career Developmental Area: Decision Making

Activities: Give the pupils an assignment which can be finished in about five (5) minutes. Tell them that they have fifteen (15) minutes to do the work and they are to find something constructive to do if they finish before time is up. After 10 minutes call time out and have the students stop what they are doing and sit down near the spot where the activity was taking place. Ask each student in turn what they are doing; then make a list on the board of what each student was doing. Do not comment on good or poor use of free time. Have students continue with their activities. Shortly before the scheduled end of free time activity, stop the students again and add to the list any new activities that may be going on. Repeat this activity at least once more.

Tell the students what you expect them to do. Using the list on the board, divide the activities given into constructive and non-constructive activities. Ask the pupils to add any activities they can recall that they have engaged in during free time. Once these lists have been developed, erase the non-constructive column.

Discuss good consequences of activities listed.

1. Homework may be completed.
2. Getting extra help on subjects would increase grade.
3. By getting school work finished you will have free time after school.
4. Teacher will be pleased.
5. Peers will appreciate your quiet behavior.

Ask: When you finish an assigned task and have free time, what should you do? If you have some other activity that you prefer, ask for permission to do it. If it is acceptable, it will be added to the list.

Show the students what you expect them to do. Teacher should role-play completing a task and going to constructive use of free time.

Free time, continued:

Have the students practice. Give an assignment and more than adequate time to complete it. Ask the students to demonstrate using free time following steps above. Praise.

Reinforcement. Make simple puzzles and divide into sections. Put all the pieces for one puzzle in an envelope. Provide each pupil with another envelope. Explain to the pupils that for each time they use free time constructively they will earn one piece of a puzzle which they will keep in their envelope. When they have earned all twenty pieces they will be given time to put their puzzle together. A sheet of construction paper and paste will also be provided so that they can paste the pieces together.

To provide cues for the student who has trouble with skill, praise another student who is using free time as defined by the teacher.

Tape your pupils' behavior when they finish tasks and have free time. This could be used in setting the stage by showing or listening to the tape and building the lists described above.

# FRIENDS

Objective: Children will identify characteristics of a friend.

Career Developmental Area: Self

Materials: Filmstrip: KINDLE "Will You Be My Friend" (Getting Along - 3)

Story: DUSO I Unit II Introduction
What Is A Friend, Activity PA IIA and RP IIA

Movie: MIP (Getting Along) What Is A Friend

Movie: MIP (Getting Along) Doing Something Nice

Activities: Discuss what is a friend.
Magic Circle: A Person Who Gives Me Good Feelings (see M. C. Directions)
Do people need friends? How does having a friend feel?
I Can Do Something Nice For You (see M. C. directions)
What kinds of things could be done in the circle that could make someone else feel good? Later on when you are playing, if someone does something nice for you, how will it feel? How will you feel if you do something nice for them?

FOLLOWING DIRECTIONS

Objective: The child will follow the teacher's verbal directions.

Career Developmental Area: Employability and Work Adjustment Skills

Activities: Tell the story of Katy, who loved to sing. Katy was a girl who sang all the time. Her song went like this: "K-K-K Katy, Beautiful Katy, you're the only g-g-g girl that I am for" Katy's fondest dream was to one day sing in a rock and roll group. One day, Katy heard that a rock and roll group was coming to town for two days. Katy called the manager of the group, Mr. Listen, to ask if she could join the group. Mr. Listen told Katy that she would have to audition for the group. They set up an appointment for Katy to come to Mr. Listen's office the next day at 5:00 p.m. to audition. Mr. Listen told Katy to be sure to be on time because the group was leaving at 6:00 p.m. to move on to the next town. Katy said she would be there.

Katy practiced her singing all night and all the next day. At 3:00 p.m. Katy began to get ready to leave for her audition and she remembered she didn't know where Mr. Listen's office was. So Katy asked her Mother. Her Mother said, "Now listen, Katy, and I will tell you how to get to Mr. Listen's office. Go down Broad Street 'til you come to the railroad tracks and turn left. Go two blocks and you will see a big red building. Mr. Listen's office is in that building." Katy thanked her Mother, give her a goodbye kiss and left for Mr. Listen's office. Katy started down Main Street to the railroad tracks but decided to take a shortcut so she could get to Mr. Listen's office quicker. She went one mile but didn't see a red building; she went two miles, but didn't see a red building; she went three miles but didn't see a red building. She looked at her watch and it was 15 minutes 'til 5:00. "Oh, no," she said, "I'm going to be late," Katy thought of her Mother's directions and said, "I didn't follow my Mother's directions." She decided to go back. Katy tried to hurry. She went back one mile; she went back two miles; she went back three miles. Once again she was at Broad Street. She looked at her watch; it was 5:30. "Oh, no!" she thought "I'm late. Well, I'll just hurry." This time she turned left. She went one mile, she looked at her watch and it was 15 minutes 'til 6:00. She went 2 miles and saw a big red car driving off with the group in it. Katy began to cry. "Oh!" she sobbed, "the group won't be back for another year. If only I had followed my Mother's directions. Well, I will from now on."

Discuss: Why was Katy crying? Why did she get lost?
List reasons why it is important to follow directions.
What would happen if no one followed directions?
Explain steps necessary to follow teachers directions.

1. Listen carefully to the teacher.
2. Repeat directions audibly or silently.
3. Do as directed.

Show the students what you expect them to do. Tape record the following series of directions. Leave 10 seconds of tape between each.

1. Take out your math book and open it to page 104.
2. Take out a sheet of paper and print your name in the top right hand corner.
3. Go to the blackboard. Write the following sentence: Today is _____.

Play these tape-recorded directions in class and model "following the directions." After you modeled the behaviors have a pupil model them. Practice by giving any series of directions. Use as a team game or individual competition.

# FOLLOWING DIRECTIONS

Objective: The student will comply with requests of adults in a position of authority.

Career Developmental Area: Employability and Work Adjustment Skills

Materials: Scott Foresman - Ready to Roll p. 73
Open Highways - Rolling Along p. 23

Activities: It is possible that the child who does not comply with adult requests has a hearing problem. Or, a non-attending child may require that a very structured reinforcement system be set up. Those who comply with some requests for some adults will benefit from the following strategy:

Discuss: Who are some adults who make requests of other people?

What do all these people have in common? (authority)

Regardless of who the adult authority is who makes the requests, there are three important things to remember to do:

1. If you are not sure of what is being requested of you, ask questions to find out.
2. Acknowledge that you heard and intend to do it by replying, "yes, sir," etc.
3. Begin immediately to do what was requested or tell the adult when you will do it.

Show the students what you expect them to do. Arrange for the principal (or have a student play the principal) to come to your class and make a request of you. Have him explain why he is asking you to do it, then follow the steps 1, 2, 3, above in responding to him.

Ask: "What did you observe?" "Did I acknowledge the principal's request?" "How?" "Did I do as I was requested?"

Following Directions, continued.

Have students practice. Have several volunteers role play the steps 1, 2, 3 above. (ex.) A. Teacher asks child to let another child have a turn with a game. B. Lunch attendant asks child to put empty milk carton in a special container. C. Principal asks child to move more quietly through the hall. D. Substitute teacher asks child to locate materials needed. E. Student teacher asks child to stop talking to a neighbor and join the lesson. F. Teacher's aide asks child to get in line.

Praise.

Alternative approach. Tell a story about a student who was asked by the teacher to use both hands on the monkey bars. He did not listen because the playground teacher was not his teacher. He fell and chipped a tooth. What would have been the right thing to do? Why?

HANDICAPS

Objective: Children will role play and discuss being lost and confused.

Career Developmental Area: Self

Activities: 1. To experience the feeling of being lost:

Blindfold children.
Form a line in which each child puts his/her hand on the next child's shoulder.
Take the children on a walk and move them in circles.
After reaching your destination, separate the children and place them in different places.
Ask each child to find his/her way around without making a sound.
Form a line again and take them back to their room.

Remove blindfolds and discuss:

How did you feel while blindfolded?
What happens when someone is lost?

2. Give children a confusing set of directions. Repeat the directions twice. Ask children to follow your directions. When a child says he/she doesn't understand, refuse to give any information. After a period of time, stop the class. Discuss as a class: How do you feel when you are lost and don't know what to do?

# HANDICAPS

Objective: Children will experience being blind and dependent on others.

Career Developmental Area: Individual and Environment

Activities: Blind persons are very sensitive in their powers of hearing, touching, and smelling. Children should pair up and take each other on a silent "blind walk". One child is to put on a blindfold (or close his eyes), and the other is to be the guide. After fifteen minutes they should trade roles. The "blind" person should hold arms and hold hands with his guide. Neither may talk; each may communicate only by his hand movements. The guide should provide a variety of sensory experiences for his partner. For example: he may lead his partner through close spaces and under obstacles; let him stand still and listen to the sounds in the air. The guide may indicate directions by touching; letting his partner feel tree trunks, thorns, leaves, cars, signs; putting his hand in running water and mud holes; making him bend down to smell the ground and flowers. At some time the guide should let his partner touch another person. The guide may skip, run, and jump with his partner only if the partner is willing to try. (The guide should not force the "blind" person to do something he doesn't want to do, even if the guide knows it is not dangerous.)

After each child has had an opportunity to experience how a "blind" person uses his senses, the class may discuss:

- How did you feel while you were "blind"?
- Were you aware of how you used your senses? Why?
- How did you feel when you had to depend on someone else to help you?
- Were you willing to try a new experience? Why?

HONESTY

Objective: The student will verbally identify consequences of behavior involving wrongdoing.

Career Developmental Area: Decision Making

Materials: Role Playing for Social Values p. 234 and 244

DUSO I Unit VIII Story A

Activities: Present students with a series of situations involving the possibility of wrong-doing; for example: "You are taking a math test and you cannot figure out the answer to a problem. You see the answer on the person's paper next to you. OR you see another student steal a candy bar from the pharmacy. He offers to give you some of it if you will not tell." Have the students tell different things they would do in each case and what the consequences of different actions might be.

Discuss how people are able to do something that is against the rules or against the law, and how there is usually some unpleasant consequence for behavior which is wrong. Discuss the idea that before we do something wrong we need to consider the consequences of what we do. If we decide to do it anyway, we have to be prepared to accept the consequences.

Make a list of negative consequences for the following situations:

1. Karen is on her way back to school after lunch. As she passes the park, she decides that she would like to stay and swing on the swings instead of going to school.

2. Tom goes out on the playground during a class lesson without permission.

Have the class practice the behavior by presenting similar stories to the actions of the people in the story. Reinforce correct response.

Include discussion of avoiding pressure from others to misbehave. If other students ask you to do something you know is wrong:

1. Tell them that it would be wrong, and you will not do it.

2. Get away from the other students as soon as you can.

HONESTY

Objective: The student will distinguish his/her own true statement from untrue statements when asked.

Career Developmental Area: Decision Making

Materials: Scott Foresman - Speeding Away - Open Highways - page 118

Activities: Discuss why we need to know the difference between fact and fiction. Explain that other people want and need to know whether what you are saying is true or not. Discuss honesty in general and how a person needs to tell the truth if he/she wants people to believe him/her. (use the story of the boy who cried "wolf") At the same time emphasize that being able to tell stories, to make believe and to imagine things is fun and is a good thing to do, as long as one always is able to tell the difference between what is true and not true. Ask students to tell what makes something true or not true and elicit examples from them of true and untrue statements and when it is all right to pretend. (The book Put Your Mother on the Ceiling - deMille, and Sam Bangs and Moonshine by Ness is excellent)

Tell students what you expect them to do.

a. Know when the statement you are making is a true fact.

b. Know when the statement you are making is made up.

c. When asked, tell whether the statement is true or made up

Show students what you expect them to do. The teacher will make a series of statements, some of which are true and some of which are false. "I saw the most beautiful sunrise last night during dinner." "I wore my red coat to school today."

Have students practice by organizing a story-telling period in which each student is required to tell a story. Student should describe his/her story as true or made-up. Reinforce accuracy.

Create an atmosphere in which students are rewarded for telling the truth, even though telling the truth may result in some negative consequences.

# HONESTY

Objective: The child will participate in discussion and activities involving choices between honesty and dishonesty.

Objective: The child will participate in a game which solves problems of article ownership.

Career Developmental Area: Decision Making

Materials: Filmstrip "What Do You Think About Lying"

Story DUSO I Unit VIII Story B

Movie "Only Benje Knows; Should He Tell?"

Activities: Discuss how we are dishonest with time, materials, money, ability.

Discuss meaning of the term dishonest. Draw a picture of someone who is doing something dishonest. Tell about the pictures. Discuss feelings of persons involved. Discuss consequences whether or not the person is caught.

Game - Take Me To My Home Game - A child covers his/her eyes while someone from the group puts an article on the floor behind him/her. The child discovers the article and takes it back to the owners. If the child does not know the owner, he/she may ask questions to help him/her find the object's home.

Role Playing Activity DUSO I Role Playing Card VIII B (acting out a situation about honesty)

HONESTY

Objective: The child will participate in decisions involving choices between honesty and dishonesty.

Career Developmental Area: Decision Making

Materials: Filmstrip: (upper primary) GA First Things "The Trouble With Truth:. If monitor, Patrick, truthfully reports that rules were broken, the camp boat ride is off. With Dad's wallet left at home, Debbie must lie about her age to get into the fair. The children explore both dilemmas.

Filmstrip (Upper primary) GA First Things "But It Isn't Yours". Should Jason borrow a friend's equipment without telling him? Can Diane keep her brother's discarded bike now that she's repaired it?

Filmstrip "What Do You Think About Lying?

Activities: Have the children role play or write conclusions for the following story. Then discuss implications of the various endings. Story: Sally brought a coin purse to school. The purse was shaped like a little shoe. Right away Mary saw it and wanted it. Later in the day, Mary found the purse where Sally had apparently dropped it - on the floor of the lavatory. She knew that she could keep it without Sally's finding out; so she hid it in her pocket. During the day Mary examined the purse several times while she tried to decide whether she should give it back or keep it. At the end of the day Mary put the purse in her desk and forgot about it. Several days later, her teacher found it while looking for a book. The teacher asked Mary where she had gotten the purse.

IMPROVING ENVIRONMENT

Objective: The student will use playground equipment safely.

Career Developmental Area: Individual and Environment

Activities: Discuss Get students' ideas of what is necessary to use playground equipment safely and ways of using equipment which might result in someone's injury. Have students draw pictures of students using playground equipment safely.

Tell the students what you expect them to do:

(a) Control of jump rope - so not to hit others.
(b) Control of ball and bat - so not to hit others - drop bat, not throw.
(c) Control of tether ball - so not to hit self or others.
(d) Use of slide - sit on top - and slide only when other students are clear.

Show the students what you expect them to do. Demonstrate use of equipment. Ask students to describe what you are doing to be safe. Praise good responses. Continue to praise and point out safe procedures as students practice.

It is helpful to post a list of appropriate use of playground equipment where it can be easily noticed in the room.

# IMPROVING ENVIRONMENT

Objective: The child will identify and carry out activities that improve the environment.

Career Developmental Area: Individual and Environment

Materials: Movie: "How Quiet Helps at School"

Filmstrip: Lollipop Dragon "Avoiding Litter"

Filmstrip: Lollipop Dragon "Care of Property"

Movie: Books and Their Care - Taking Care of Things (Beg. Resp.)

Activities: Volunteer projects: Each child writes a letter home or to others in the school or community to ask what would make the school or community a better place. Discuss how class could act on suggestions.
Suggestions:

- Improving neighborhood - signs - plant flowers - pick up yards.
- Letters, handmade gifts to poor, sick, unhappy, old.
- Present certificates to "good" samaritans.
- Praise businessmen doing something to save or improve environment.
- Look for people in the news who need our help.
- Invite senior citizens to visit classroom - Senior Citizen's Day.
- Make favors for residents of homes, hospitals - letters.
- Distribute reflector tape.

List activities which would improve the physical appearance of the classroom. Children select and perform activities.

KINDNESS

Objective: The student will make positive statements about the qualities and accomplishments of others.

Career Developmental Area: Self

Activities: Discuss how everyone has some things which they can do well. Talk about why it is better to be aware of a person's good qualities. Example: It is easier to be friends if we think of things which we like about a person. It makes others happy if we say nice things about them. Stress that one does not have to be perfect or outstanding to get recognition. Ask students to contribute ideas about qualities they like in other people. Make a list on the board of these qualities.

Tell students what you expect them to do. When an individual has qualities which you like or has performed a task very well, say something good about that person and what he/she has done.

Show students what you expect them to do. Make a positive statement about each member of the class. (specific) Ask students to reflect back what you said that was positive.

Have students practice. Make sure everyone is given recognition. Add to the list of positive qualities on the board: has a nice smile, tries hard, has a pretty dress, has a neat desk, has good hand writing, is a good runner, is always on time, sits up straight, speaks clearly, catches the ball well, helps other people, is kind to animals.

Teacher serves as continuous model by watching for and praising good qualities.

Provide cues for student who has trouble with this skill. Show the student the desired behavior by telling him/her about some good qualities he possesses.

Next tell the child some positive thing you would like him/her to say to you, "Mrs. Hauck, you sure read a good story". When the student makes such a statement, thank him/her.

Have a good sayings week and announce that you will be calling on people all week to think of something good to say about another person. You might give assignments such as, on Monday we will think of positive things to say about classmates; Tuesday, teachers; Wednesday, members of our family, etc.

Have a class secretary write down names of all the people they know as the class names them. Cut the paper into separate slips, and put the names in a box. Have each student draw a name from the box, 10 minutes before recess. If the student made a comment that is positive about the qualities or accomplishments of that person, he/she goes to recess 5 minutes early. After a week the names could be changed to names of students in the class. Students could correct each others work papers and write something positive on that paper.

KINDNESS

Objective: The child will identify and have opportunity to participate in activities which benefit someone else.

Career Developmental Area: Self

Materials: Movie: "Getting Along With Others"

Filmstrip: Oaktree 7

Story: DUSO I Unit II Story C (pecking order)

Filmstrip: Lollipop Dragon "Kindness to Others"

Activities: Magic Circle - (see M. C. Dir. Card) I can do something nice for you. Say: Today we will each have a chance to do something with our hands and bodies for someone else that will make them feel good - Ideas - Act out ideas. Ask: How do you feel when someone does something nice for you? Ask: What kind of things could be done in the circle that could make someone else feel good? Later on when you are playing, if someone does something nice for you how will it feel? How will you feel if you do something nice for them?

Volunteer Program - helping fellow class member - as tutor - noticing needs (pencil), a new student

Student's Day - Birthday, or alphabetically. Student sits in center of circle and others tell things they like about that person. (Fantastic for Kindergarten - vocabulary building)

MAGIC CIRCLE DIRECTIONS

Objective: To achieve mastery and gain approval in an atmosphere of acceptance. 1. Everyone gets a turn - if not today then tomorrow. 2. Every turn gets listened to. 3. Successful if only two chose to speak, but were listened to.

Career Developmental Area: Self

Activities: Suggested Formations:

Small circle: 10 participants maximum

Large circle: Can be used in Kindergarten with 2 adults

Inner-Outer Circle: Two circles with empty chair in inner circle for participation from outer circle.

Suggested Directions:

Teacher say: "Spaced just right"
"Today lets talk about..."
"You don't have to say anything if you don't want to."
"Let's all close our eyes and think about..."

Teacher give example if no response: "Something that gives me a good feeling is my guitar."

Wait - Accept silences.

After responses say: "Tell us how you feel about it."
"What feeling do you get?"
"Does it give you a good feeling?"
"Would you like to tell us more about it?"

After interruptions say: "When you talk, what do you want us to do?"
"What should you remember to do when someone else is talking?"
(Touch interrupter or have them sit in you lap)

Ask children frequently to repeat what others have said.

Immediately after child's turn reflect back to him what you heard him say or ask child to.

Point out similarities and differences.

Add: "When you have a good feeling, you sit up straight and smile, and I can see your feeling all the way over here.

Magic Circle Directions, cont'd.

Reticent student: Ask him to whisper -or- can we guess what you wish to say?

Do not allow ridicule.

Culminate: "Who can remember what _____said?"
"What was her feeling?"
"You really listened well____, you can remember what you hear."
"Does it give you a good feeling to know more about other people?"

(Magic Circle is from Human Development Program - Bessell & Ball)

# MATERIALS

ELEMENTARY GUIDANCE MATERIALS - At Jackson Building - order from Librarian

DUSO I
DUSO II
ELEMENTARY GUIDANCE AS THEY GROW  NEW DIMENSIONS IN MEETING PUPIL NEEDS

EXPLORING MORAL VALUES (No Sound) -

| | |
|---|---|
| Moving In/Crippled Girl/Dressed Up | #1 |
| Latin Am. Christmas/The Team/ Salvation Army | #2 |
| Sabbath/The Election/Rich Girl/ Picking a Team | #3 |
| Little Brother/Poor Girl/The Lawn | #4 |
| Stranger/Bus Line/Frightened | #5 |
| Wait for Package/Homework/Pay Day | #6 |
| Fire/The Peanut/Sunday School | #7 |
| Mind Older Sister/Crossing Street/ You're Out | #8 |
| Meeting/Paper Plane/Fooling Around | #9 |
| Off Grass/Trespass/Vase | #10 |
| Block Sidewalk/In Trouble | #11 |
| Dollar Bill/Candy Store/Accident | #12 |
| Bully/The Orange/The Test | #13 |
| Boys/Test Today/Find Pen | #14 |
| The Holdup/Caught | #15 |

EYEGATE OAKTREE (Summer, Winter, Fall, Spring)
TRY, TRY AGAIN/JIM LEARNS RESPONSIBILITY/LUCKY LEARNS TO SHARE (Filmstrip and Record)/JERRY HAS A SURPRISE/ONE RAINY DAY/THE BUSY BEES (Record Only)

FOCUS ON SELF DEVELOPMENT SRA
- The Magic Glasses
- Circle of Feelings
- The Parade
- Judy's Ups and Downs
- Sometimes I Wonder

GUIDANCE IS FOR ALL

GUIDANCE ASSOCIATES
- What Happens Between People
- Understanding Changes In The Family
- Discovering Your Personality: Who Are You
- Exploring Your Feelings

First Things:
- But It Isn't Yours
- Guess Who's in a Group
- How Can You Work Things Out?
- How Do You Know What's Fair?
- That's No Fair
- The Trouble With Truth
- What Do You Expect of Others
- What Happens Between People
- Who Do You Think You Are?
- You Got Mad. Are You Glad?

KINDLE: WHO AM I? The Joy of Being You. Nothing is Something to Do, People Packages, All Kinds of Feelings, Do You Believe in Wishes

HOW DO I LEARN? Who's Afraid, Do You Forget, Figuring Things Out, What Next? Making Mistakes.

Materials, cont'd.

GETTING ALONG Sticks 'n Stones, It's Mine, Will You Be My Friend?
Smiles Don't Just Happen, I Don't Care Anyhow

LOLLIPOP DRAGON How The Lollipop Dragon Got His Name (Sharing)
Working Together
Avoiding Litter
Care of Property
Taking Turns
Kindness to Animals

ME MYSELF AND I (No Sound) How Can I Improve Myself?
Who Am I?
Why Do My Feelings Change?

PEOPLE AT WORK (No Sound)
SVE How Do You Rate At School (No Sound)
With Your Friends (No Sound)
At Home (No Sound)

WHAT DO YOU THINK ABOUT Lying, Tattling, School, Being Alone, Your Community, Promises, Helping Your Family, Finders Keepers (No Sound)

WORLD OF WORK Orientation, What Do Mothers Do, What Else Do Fathers Do, Careers in Science

MATERIALS

MOVIES AT JACKSON BUILDING - The Most Important Person (order from librarian)

ATTITUDES
Cops I made a Mistake
I'm Lonely
We Can Do It
It's Not Much Fun Being Angry
Nothing Ever Seems to Work Out For Me

GETTING ALONG WITH OTHERS
Growing Up
Doing Something Nice
Thinking of Others
What Is A Friend
What Do You Mean
Living Things Are All Around Us
Share It With Someone

IDENTITY
I'm The Only Me
Where Are You In Your Family
How Do We Look
What Do You Think You Want To Be
Every Family Is Special
The Most Important Person

FEELINGS
Feeling Good, Feeling Happy
I Used To Be Afraid
Different Kinds of Love

CREATIVE EXPRESSION
This Is Me
Rhythm Around You
Use Your Imagination
Be Curious
When You're Waking Up
Without Saying A Word

BODY MOVEMENT
Watch Your Balance
It Takes Muscles
Follow the Leader
How Big Is Big
Joints Let You Bend
Put Your Hands On The Top of Your Head

HEALTH AND YOUR BODY
Take Care of Your Teeth
The Voice Box
Where Does Food Go
Tell Us How You Feel
When You Get Hurt
Visiting The Doctor

SENSES
The Five Senses
Seeing
Hearing
Tasting
Smelling
Touching

NUTRITION
Tasting Party
Foods Around Us
What's For Breakfast
Have A Snack

Materials, cont'd.

MOVIES AT JACKSON BUILDING - Order From Librarian

P

Beginning Responsibility: Being a Good Sport
Books and Their Care
Doing Things For Ourselves in School
Getting Ready for School
Learning to Follow Instructions
Lunchroom Manners
Other People's Things
Rules At School
Taking Care of Things
Using Money Wisely

P

Courtesy for Beginners
Getting Along With Others
How Quiet Helps at School
Late for Dinner: Was Dawn Right?
Lets Share With Others
Only Benjy Knows: Should He Tell?
Our Class Works Together
We Go To School
What Do You Do While You Wait
What To Do About Upset Feelings
Lunchroom Etiquette

I

Lunchroom Etiquette
Everyday Courage and Common Sense
Learning From Disappointment
The Lemonade Stand - What's Fair
Let's Play Fair
People Are Different and Alike
Greenhouse I-M
What's Your Authority? I-MS
Where's Your Loyalty? I-MS
Who Needs Rules I-MS

PATIENCE

Objective: The child will identify times when patience is used.

Career Developmental Area: Decision Making - Goals

Materials: Movie: "What Do You Do While You Wait"

Story: DUSO I Unit VII Story B

Activities: List things we have to wait for: birthdays, vacations, two wheel bikes. Discuss things that make waiting less tiresome. Counting days, preparations, waiting for things in between.

PAYING ATTENTION

Objective: The student will demonstrate that he/she listened to a speaker by reporting some of what was said.

Career Developmental Area: Employability and Work Adjustment Skills

Activities: Tell the class that we are going to play a game. It is called "What did you hear?" I will tell the first student something and he/she will in turn whisper to the next person once. (Describe a recent thing you did) After the last person has received the message, ask him/her to state aloud the message he/she received. Ask the first person to repeat the message he/she received.

Ask "Are the messages of _____ and _____ the same? Why are they different? What can you do to be sure you report correctly what someone has said?"

1. Look directly at speaker.
2. Listen to the person speaking.
3. Silently report to yourself what the speaker said.
4. Repeat aloud, when asked, what the speaker has said.

Show the class what you expect them to do. Assign a "talkative" student to speak to the class about his/her favorite subject. Sit at one of the student's desks and listen to the speaker. Have the speaker ask questions to which you can respond. Ask the students to describe what you did. Be sure to model all the steps above. Praise students who describe what you did in terms of the steps above.

Have the class practice. Teach a lesson. Praise correct responses using steps above.

Cue students by remarking how someone sitting nearby is listening. Then reinforce student immediately upon his/her assuming the appearance of listening.

PAYING ATTENTION

Objective: The student will look at the teacher during a lesson.

Career Development Area: Employability and Work Adjustment Skills

Activities: Introduce the following game by saying, "Today we are going to play 'see and tell'. This game requires looking and telling about what you see. Who wants to play first? Please come to the front of the room. Take a good look at me. Now turn around and face the class. All right, tell the class what I am wearing. (Have student describe four things about what you are wearing. Praise the description.) Who wants to be next? (Call two students to the front of the room, telling one to take a good look at the other. Then turn the observer around, away from the other, and ask the observer to describe what the other is wearing. Praise. Repeat.)"

Ask the class to describe what the students were doing. What do we do with our eyes? When do we need to be good watchers? When is another time? Why do we need to be good observers?

Tell the students what you expect them to do.

1. Sit in seat or stand with face in direction of the teacher.
2. Eyes directed at teacher.
3. Eyes and head move and follow teacher as she moves.
4. When teacher points, we look in direction she points.

Show the students what you expect them to do. Assign one student to play "teacher" and to pretend he/she is teaching a lesson to the class. Sit in the student's chair, and model looking at the teacher. Ask students to describe your behavior. Praise.

Have students practice. As you teach a lesson the children enjoy, watch for specific behaviors listed in steps above. Praise.

Continue to praise appropriate behavior. Maintain "paying attention" by directing attention to relevant things by saying "look at this" or "look here".

Teacher could construct a large tagboard thermometer to move up the numbers as children are observed "paying attention." Small individual thermometers could be filled in -- say 5 degrees -- as each child is observed "paying attention" for a specified time.

Or make up cards to hand out such as:

| | | |
|---|---|---|
| You are a good looker<br><br>Take _____ extra minutes during free time. | or | For looking at the teacher you have earned_____<br>_____. |

## Problem Solving

**Objective:** The child will respond to physical assault or threat of physical assault by some constructive means.

**Career Developmental Area:** Decision Making

**Activities:** Since norms in the community or family often dictate "fighting back," this is a difficult skill to teach. The best approach is to take preventive measures before undesirable behavior reaches problem proportions.

Establish rules to the effect that fighting is not allowed; enforce them consistently. Teach procedures for responding to assault. If children are to inform an adult, then some action must be taken by that adult. Explain why fighting is not allowed: large number of students, possible injuries. Tell them that fighting usually doesn't solve the problem.

Define fighting: When a person touches another person who doesn't want him to.

Tell the students what you expect them to do: "When someone challenges you to a fight, threatens you, or does hit you, you should respond by:

1. Tell the person you will not fight because it's against school rules and you would both be punished.
2. After telling him you will not fight, walk away.
3. If they persist, go to the adult on duty and tell them what has happened."

Be sure each student can state procedures.

Show students what you expect them to do. "If someone wanted to start a fight with me on the playground, I would _____."

Have students practice. Ask students to demonstrate the 3 steps to be used. Praise.

a. Tell peer you will not fight.

b. Walk away.

c. Tell an adult, if he/she follows.

Strongly praise students who demonstrate appropriate behavior as soon as it occurs.

Problem solving, cont'd.

If this a group problem, you may give the specified group or the entire class one point for every ½ day that no fighting occurs. When the class has earned _____ points, (it is recommended that you start with 2 or 3 and gradually increase the number) they may see a movie, have outdoor recess, or some other appropriate reinforcer.

A graph of number of fights might be helpful.

PROBLEM SOLVING

Objective: The children will hear or say what a problem is in a given situation. (especiallv good with kindergarten and first grade)

Career Developmental Area: Decision Making

Activities: Game "I Wonder Why" Teacher introduces the game by telling the class that at any time she might be playing a game with them,but the only clue she will give them that the game is being played is the statement,"I Wonder Why". Examples follow:

a. At the beginning of story time the teacher picks up a book and holds it upside down. She might then say, "I would like to read you a story, but I can't. I wonder why." This statement is the cue for the children to try to discover the problem.

b. The teacher "forgets" to turn on the lights in the classroom before the pupils come into the room in the morning. She might say, "It's very dark in this room this morning; I wonder why."

c. Teacher attempts to write on the chalkboard with no chalk in her hand.

d. Teacher places something in the room, such as a picture, upside down.

e. The teacher or a pupil wants to throw trash away, but the waste basket is in the hall.

Eventually, the teacher will not need to cue the students to a problem; they will see it.

Problems involving people are more difficult. Here's one. The teacher might summarize a conflict between characters the pupils are reading about in the reading text and say: "I wonder why."

PROBLEM SOLVING

Objective: The child will hear other children express problems with things similar to own problems.

Objective: The children will discuss situations where their own behavior contributes to the good of the group as a whole.

Career Developmental Area: Decision Making and Individual and Environment

Materials: Movie: MIP "What Do You Mean (GETTING ALONG)

Movie: MIP "Oops I Made A Mistake", "Try", "Nothing Works Out" (ATTITUDES)

Filmstrip: KINDLE (How Do I Learn - 2) and (GETTING ALONG - 3)

Filmstrip: GA First Things "That's No Fair"

Filmstrip: Lollipop Dragon "Taking Turns"

Activities: Role Playing Problems. When the teacher observes a problem occuring in the classroom, or one that has just occurred in the hallway or on the playground, she might arrange to discuss and role play the situation immediately. Pupils other than those who were involved in the incident might act out the episode, allowing the actual participants to observe their own actions as seen by others.

Open-Ended Sentences. The following sentences might be used for group discussion, for individual conferences, for implementing brief paragraphs:

One problem I wish the class would talk about _____.

One problem I solved is _____.

Problems that aren't solved_____.

PROBLEM SOLVING

Objective: The child will give or hear a solution to a number of problems.

Career Developmental Area: Decision Making

Activities: Discuss "what would you do?"

1. You are in a big department store. You can't find your mother.

2. Somebody at school says you did something wrong. You didn't do it.

3. You get home and can't remember if you have any homework.

4. You're in a phone booth. You want to call your father at work.

5. You need a map of Alaska for school. There's none in your book.

REJECTION

Objective: The child will participate in simulations of situations which produce rejection.

Career Developmental Area: Decision Making and Self

Materials: DUSO I Unit II Story D (Lose friend) B (Punishment)
DUSO I Unit I Story E (Rejection by groups)
Role Playing Activity

Activities:

1. Ask the class to divide itself into groups of five. After the grouping complete, tell the class that any group with five members no longer qualifies -- they must make groups of four. There will be feelings of rejection: Some will try to solve the problem by using "one potato, two potato"; some will volunteer to leave; some may assume leadership and exclude another child. After the selection takes place, ask the following questions: How did you feel when asked to get into groups of five? How did you feel when asked to reduce your group from 5 to 4? How did you feel when you found you were still in the group? How did you feel when you were rejected?

2. Prepare pins and pieces of paper with letters of the alphabet on each piece of paper. (Be sure to have several of the most used vowels and consonants.) Each child receives one letter to pin on his shirt. Then ask the children to form many words with the letters available. Tell the children they may talk to each other to form words. Discuss with the class what happened - focus on performing a task where one is needed or not needed.

# RESPONSIBILITY

Objective: Students will identify consequences of acting responsibly and irresponsibly.

Career Developmental Area: Employability and Work Adjustment Skills

Materials: Filmstrip: Oaktree 7

Filmstrip: Lollipop Dragon "Care of Property" and "Kindness to Animals"

Story DUSO I Unit IV (All); Unit IV Story D (Freedom)
DUSO I Unit V Story C (Keep Working)

Movies: Beginning Responsibility:

Getting Ready for School
Doing Things for Ourselves
Other Peoples Things
Learning to Follow Instructions
Using Money Wisely
Books and Their Care
Lunchroom Manners
Taking Care of Things

# ROLE PLAYING

Objective: The student will participate in a role-playing activity by pretending he/she is the person whose role he/she is playing and acting as that person might act.

Career Developmental Area: Decision Making

Activities: STORY Once upon a time there was a teacher whose students thought he was the wisest man in the whole world. People came from all around to ask the teacher questions. They knew he could help them find answers to their questions.

But the teacher never answered their questions right away. When people asked him for help, he only nodded. They told him their troubles and went away. Then he would write a play about the person's story and give the play to his students. The students would learn the parts of the play. When they had learned their parts well, they invited the troubled person to watch the play. As he watched the play, he learned the answers to his question. This made him happy.

When the play was over, the person who had a question, now had an answer. He would thank the teacher and go home. The teacher's play had answered the questions for him.

DISCUSSION Did the teacher answer people's questions directly?

What did he do instead of talking about their trouble to them?

What happened after he wrote the play?

How did the person get the answer to his question?

Do you think that making plays can help us learn things?

What plays or movies have you seen that helped you learn something?

Is it interesting to see a play about how a person solves a problem instead of just talking about the problem?

SAY: I think role playing is a good way to learn things, too. It is important though to play a role in the right way so that the play will tell the story as it is supposed to.

At this point, you may need to specify what "the right way" means. You can mimic some basic imitations through facial gestures to make your point. You might also ask for volunteers to demonstrate. For example, ask: "How would someone look if they were: happy, scared, excited, sad, angry, etc.?"

Tell the students what you expect them to do. (A) Identify your part - who you are supposed to be and what is the story about? (B) Identify how the person you will be playing thinks and feels in this pretend situation. (C) Pretend and act out that person's part by using gestures, actions, words, and expressions.

ASK: When you role play, what must you do?

Show the students what you expect them to do. Role play one of the situations below or one of your own. First read it to the class and then do it. Next, choose a willing student who has good role-playing skills and ask him/her to role play one of the following:

1. Student coming into class bursting with excitement because it is his birthday.

2. Student coming to school on the day of a big test and is nervous.

3. Student who is working quietly and hears the fire bell ringing.

4. Two girls, Jean and Barb, are playing a game. Barb is upset because she loses.

5. A group of children are playing a game. A new student comes up and is shy. The others ask him/her to join them.

6. Mary got a great report card. She is telling her Dad about it.

Have the students practice. Have each child work with a partner or in small groups to practice role playing. Encourage the children to use their imaginations. You could begin by acting out specific emotions. Have the pupils do steps A and B verbally so that you may give corrective feedback and praise.

PRAISE with gestures, nods, smiles, and facial expressions that the student should be using in his/her role. Praise appropriate behaviors immediately.

ROLE PLAYING

Objective: Additional Suggestions

Career Developmental Area: Self

Activities:

1. As a follow-up activity, you may have students observe and list behaviors in and around the classroom that need improvement. (Example: Lining up for lunch.) Small groups could work out a skit and role play for the class.

2. If practice is needed in being comfortable about role playing, small groups could role play and/or use puppets to role play familiar situations (eating in cafeteria, working at math-time, etc.) or familiar stories.

3. With primary groups, additional discussions and/or demonstrations (puppet skit) may be needed initially. They may not have seen many "plays" and may need help to understand what is meant by pretending. Using hand puppets to begin with may be necessary. Thus, you may wish to substitute a short paper-bag puppet skit that relates to their level for the story. You could also use a nursery rhyme or fairy tale or Charlie Brown.

4. For children who are unwilling to participate in a role-playing activity, begin by bringing current records to class and have the children act out the songs.

5. The teacher can have reluctant role-players begin by playing charades with action words: jump, run, walk, crawl, etc.

# ROLE PLAYING

Objective: The child will participate in a role-playing activity about moving.

Career Developmental Area: Decision Making and Self (feelings)

Activities: Discuss terms: role playing, dramatic play, acting, and make-believe.

Establish rules: listening to others, trying not to interrupt, avoiding side conversations, sharing ideas with all, speaking distinctly.

Ideal arrangement is chairs in a semi-circle, with acting in empty front of circle.

Ask for volunteers. Select some if there are no volunteers. Don't choose child who fits the part first. (ex: not shy child for shy child, class cut-up for class cut-up, etc.)

Trial theme might be "I'm moving to another state." Say: "One of you will pretend that your parents have just told you that you are moving. Now you're going to tell the class. Tell them how you feel and what you think you're going to miss.."

Ask the class to respond to actor: "Tell him/her how you feel about his/her moving."

1. What could you say to _____ to help him/her feel better about moving?

2. Has anyone ever had to move away and leave friends behind?

3. What made you feel better about leaving friends and making new friends?

4. Did you find any nice surprise where you moved?

Tense situations can be helped by having a volunteer play counselor to the upset child, thus giving him/her a chance to talk it out, and possibly decide what to do.

# RULES

Objective: The child will do as the rule states.

Career Developmental Area: Employability and Work Adjustment Skills

Activities:

1. Discuss need for rule. Students give ideas of what they should do.
2. Tell the students what you expect them to do. Clearly state what to do.
3. Show the students what you expect them to do. Act out following rule.
4. Have the students practice.
5. Praise. Immediately reinforce when rule is followed.
6. Post list or rule of what to do.
7. Additional activities to do to learn to follow rules are:

   Raffle - Students may earn raffle tickets by following a rule. Award tickets at a very high rate initially. Conduct raffle at end of school day. After 3 days, have it every other day. Gradually lengthen to one week. Discontinue when praise will maintain behaviors. Select reinforcers to be raffled based on children's preferences. Examples: jobs, privileges, free time

   Auction - Substitute auction for raffle.
8. For children unable to read, cartoons or pictures depicting rule can be posted (an ear for listen, eyes for look, stop sign for stop, road runner for get busy.

# RULES

Objective: The child will identify rules he/she needs to know and the reasons for them.

Career Developmental Area: Employability and Work Adjustment Skills and Individual and Environment

Materials:

Movies: Rules at School and Lunchroom Manners (Beg. Resp.)

Story: DUSO I Unit I Introduction,Class Rules of Discussion

Story: DUSO I Unit V Story D Traffic Safety

Story: DUSO I VII Story C (Boy Peeks in a Game)
DUSO I VII Story D (Equal Chances)

Story: DUSO I Unit IV Story D (Free Country)
RPIV (Trouble

Activities: Make up short stories. Children make up short stories to fit the following: Once upon a time there was a little boy who went to school. He did not listen when the teacher told about _____ so that is the reason he cannot_____.

Game - Pantomime Rules

School courtesy patrol supervise halls and cafeteria, wear badges, tickets given for talking loudly, running, etc.

Fourth grade judges - court weekly - penalties-misconduct - or number of offenses.

List reasonable and unreasonable rules for group behavior.

Role playing activities in DUSO I Manual p. 112.

# SCHOOL PHOBIA

Objective: The child will talk about how he/she feels without tears.

Career Developmental Area: Self

Activities: Although the source of the problem is often elsewhere, the classroom usually becomes the "feared" place. Other students' attitudes and comments about school phobic behavior seem to make it worse.

Remove the child from the classroom to a quiet place somewhere in the school where he/she can comfortably talk to a friend. The friend could be anyone who can listen for a few minutes.

The amount of time away from the classroom varies. It could be that in a few minutes the child will be ready to try a classroom activity; it could be a much longer time. If being back in the classroom causes tears, some activity can be found somewhere else in the building, such as helping the librarian or secretary, until the anxiety subsides.

The anxiety is real; but when the child is able to relax, it will subside.

SCHOOL REVELENCY

Objective: The children will discuss and act out consequences of not going to school.

Career Developmental Area: Decision Making and Education and Training

Materials: DUSO I Unit V Story B "We Learn What We Find Interesting"

DUSO I Role Playing Card V-D ( A Boy Who Does Not Go to School)

- examples might include DM process
- "school relevance" indicates Education and Training

SELF ACCEPTANCE

Objective: The child will apply "good" to appropriate feelings about self.

Career Developmental Area: Self

Materials:

Filmstrip: Me, Myself and I (no sound)

Movie: MIP (Identity) and (Attitudes)
MIP "This is Me" (Creative Expression)

Filmstrip: KINDLE: Who Am I (1)

Story: DUSO I "I'm Glad I'm Me" Unit I, Story A - Activity PA-IA and RP-IA
DUSO I Unit I (All)
DUSO I Unit VI Story C "The Swimming Kangaroo"
DUSO I Role Playing Card I B "The Boy Who Thought He Was Perfect"

SELF CONTROL

Objective. The child will hear others views of "pushy" behavior.

Career Developmental Area: Decision Making - Application

Materials: None

Activities: Set an empty chair in the from of the room. Tell the class to make-believe that "Sudsy," a pushy kid who tries to take over everything, is sitting in the chair. Describe his behavior.

Ask several children to come up and tell "Sudsy" how they feel when he/she volunteers for everything. Do they feel less like volunteering themselves? Do they feel angry? Do they keep quiet? Is it good to let Sudsy do the work?

Have a general class discussion. Ask students to suggest alternatives for Sudsy. "What's a better way for Sudsy to cope with the feeling that he/she has to be in everything?"

SELF CONTROL

Objective: Children will describe a situation where someone was uncooperative and consider alternate behaviors.

Career Developmental Area: Self and Apply Decision Making Skills

Materials: DUSO I Unit II Story A (Gordo & Molly)

Movie: "Being A Good Sport"

Activities: Magic Circle (See Magic Circle Direction Card)

How I Feel When Someone Grabs What I'm Using. Tell story of a child playing with a toy car. Another child watched and then grabbed. Both pulled and yelled. The first child was angry. "Have you ever felt like _____ did?" "How would you make someone feel if you grabbed what they were using?"

How I Feel When Someone Disturbs Me. Tell story of a child painting a picture. (describe) Another child came and told the first girl that it's her turn. Child (1) ignores. Child (2) yells. Child (1) wishes that child (2) would go away. "Have you ever felt the way (1) was feeling?"

SELF CONTROL

Objective: The children will discuss how to handle selfish feelings.

Career Developmental Area: Decision Making

Activities: Read and Discuss "My Ball"

Jimmy walked along slowly, carrying his kickball under his arm. The ball was a gift for his birthday, yesterday. What a great day that was! Someone called, "Hey, Jimmy". Jimmy turned around and saw some of his friends running down the street toward him.

Mike said, "Wow, what a great new ball. Let's play a game of kickball."

Jimmy said, "Okay, but I get to be captain; it's my ball."

They chose teams. "My team gets to kick first," said Jimmy. "Remember, it's my ball."

Jimmy felt good as he stepped up to kick the ball. This was the way he liked to spend Saturdays, playing with his friends. He kicked the ball hard. It went flying way out in the field. Jimmy started running. He was sure it was a home run. He was rounding first base when Tommy Smith reached out and caught the ball. "You're out, Danny," he called, proudly holding up the ball.

"I am not; I am not! I was safe before you caught it," Jimmy cried.

"You are out," said Mike.

"Tommy caught the ball."

All the boys agreed. Jimmy was out.

Jimmy felt awful. He felt himself getting red and angry. "If I can't be safe, I'm not going to play," he cried. "I'll take my ball and go home."

All the boys started talking at once. "That's not fair," they said. "You are being a poor sport."

# SELF CONTROL

Objective: The child will identify actions over which he/she has control.

Career Developmental Area: Decision Making

Activities: Magic Circle - Powers I Have (see Magic Circle Directions) Discuss things we can do. Further - things we can do with other people.

Important concept is that self control is the power not to do.

Use example of a smile. Tell the children you are going to make them do something - point out the smiles on the children's faces. Tell them you have the power to help someone. Do it. Then have a volunteer help someone else. When you discuss actions, have someone show how he/she can walk. Ask the person why he/she does not run inside the school building. Have him/her show at recess how he/she uses self-control to keep from running until he/she gets outside.

SELF IMPORTANCE

Objective: Child will identify personal characteristics that are important to himself/herself and others.

Career Developmental Area: Self

Materials: DUSO I, I'm Glad Im Me. Unit I Story A - Activity PA1-A and RP 1-A

DUSO I Unit VI Story D - Self-confidence

Activities: Star for a day. Pin star on a person - go into Magic Circle and tell things we like about that person. To begin, the teacher should tell something he/she likes about the person. (Just a few minutes each day of this is great for building vocabulary and self-confidence.)

"Me" day - everyone has a day of his/her own. On that day the person wears his/her favorite colors, brings his/her favorite thing to share, and tapes a favorite song or poem.

SELF IMPORTANCE

Objective: The child will receive feedback from others as to his/her own characteristics.

Career Developmental Area: Self

Activities: Identification Game: Have 3 or 4 children stand in front of the class. Blindfold them to see which one can identify himself/herself from spoken descriptions of his/her clothing. Make the transition to other types of characteristics, such as he or she likes to draw cats, as soon as the children become familiar with the procedure of the game.

SENSES

Objective: The child will participate in real or imaginary experiences using his/her senses.

Career Developmental Area: Self

Materials: Filmstrip: KINDLE "Do You Believe In Wishes" and "People Packages (WHO AM I - 1)

Filmstrip: SRA "Sometimes I Wonder" "The Magic Glasses" (Focus on Self Development)

Movie: MIP "This Is Me", "Rhythm Around You," "Use Your Imagination", "Be Curious"

Movie: MIP "The Five Senses", "Hearing," "Seeing", "Tasting" "Smelling","Touching" (SENSES)

Movie: MIP "When You're Waking Up" (CREATIVE EXPRESSION

Movie: MIP "How Big is Big" (BODY MOVEMENT)

Activities: Magic Circle (see Magic Circle Direction Card)

If I Could Do Anything I Want To Do - How would it feel?

Something Real to Us. Something Make Believe. How can you tell the difference?

Class Meeting Topics (Don Miller)

1. What is a circle? (Can use any shape) Make a circle with your hands, your body. Show me some circles in this room. What are favorite circles? What would the world be like without circles?

2. Surprise Box. Put a decorated box in the middle of a circle. Guess what is in it. If you can't use what is in it, what could you do with it? (Could be empty box, filled with gifts, or things to use.)

SHARING

Objective: Each child will participate in and describe a sharing activity and consequences.

Career Developmental Area: Decision Making - Application

Materials: Filmstrip: (Eyegate) Lucky Learns to Share

Filmstrip: (Lollipop Dragon) Sharing - How Lollipop Dragon Got His Name

Movies: (Most Important Person) Thinking of Others (GETTING ALONG)

(Most Important Person) Share it With Someone (GETTING ALONG)

"Let's Share With Others"

# SHARING

Objective: The student will share toys and equipment with other students in a play situation by (a) allowing another student to use toys and equipment he/she has been using all along or (b) using toys or equipment in conjunction with one or more students.

Career Developmental Area: Decision Making - Application, and Self

Activities: Discuss why we need to share:

Games are more fun to play with others.
Being fair.
How someone who cannot play may feel.

Discuss how adults share:

Teachers sharing materials and equipment.

Tell the students what you expect them to do. Allow another student to come over and use things you are using. Play with another student where you are both using the same things.

Show the student what you expect them to do. Role play a sharing situation. Call on different students to come up and ask to share things. Have students describe what you did. Praise appropriate comments.

Have the students practice. You provide toys and pair students in groups of 2 or 3. Praise appropriate behavior. Extend to every day.

SOCIAL SKILLS-Losing

Objective: The student, when defeated in a competitive game, congratulates the winner without negative behavior.

Career Developmental Area: Self and Decision Making - Application

Activities: Discuss what it feels like to lose, why we do not like to play with a"sore-loser", etc. It may be helpful to role play a situation involving a student reacting poorly to being defeated and follow up with questions such as "How does the loser feel? How does the winner feel? Do you think the winner will want to play with the poor loser again? Why?" Call attention to well-known athletes' behavior. (Ex. Tennis player always comes to winner's side to congratulate them.)

Tell the students what you expect them to do.

1. Congratulate the winner with words, hand shakes, etc.

2. Don't make excuses for having lost.

3. Don't get angry or despondent on losing.

Show the students what you expect them to do. Role play losing a competitive game. Role play steps 1, 2, 3 above and ask the students to describe your actions. Praise good descriptions and responses.

Have students practice. Set up a series of tournaments for pairs of students or small teams. Example: Relay races, academic games, spelling bee. Rehearse with students before the game appropriate ways for losers to respond to the winners.

Observe the defeated players and reward those who accept defeat graciously and congratulate the winner of the game.

Point out and praise appropriate behaviors every day.

SOCIAL SKILLS - APOLOGIZE

Objective: The student will apologize when his/her actions have injured or infringed on another.

Career Developmental Area: Decision Making - application, and Self - not hurting feelings

Activities: Discuss: What is an apology? What kinds of situations require an apology? Why should we apologize when we accidentally injure another? What can we say when we want to apologize to someone else?

Tell the students what you expect them to do. "When your actions injure or create hardship or inconvenience for someone else, apologize for your actions by saying, "I'm sorry" or some other appropriate phrase."

Show the students what you expect them to do. Teacher will accidentally drop a paper that he/she is handing to a student, and then apologize.

Have students practice: (a) A student drops something when handing it to someone. (b) A student accidentally slams the door. (c) A student accidentally knocks another's coat on the floor.

Reinforce appropriate behavior.

## SOCIAL SKILLS - ASK PERMISSION

Objective: The student will ask permission to use another's property.

Career Developmental Area: Self - feelings

Activities: Ask class to watch you carefully while you demonstrate something. Then go up to several students and take one of their possessions without asking. Have students contribute ideas to a discussion as to how they felt when someone took their possessions. Write key words on the board.

Tell the students what you expect them to do. When you want to borrow something:

(1) Ask if you may borrow it.

(2) Wait for him/her to say "yes" before you take it.

(3) Do not use it if he/she says "no".

Show students what you expect them to do. Ask students to identify 1, 2, 3 above as you role play a borrowing situation.

Have the class practice. Praise correct responses. Praise every day.

It may be necessary to set up a program for a specific child who needs to learn to ask to borrow whereby he/she can earn points for a class party (and lost them if he/she forgets) or for a special privilege by asking to borrow.

SOCIAL SKILLS - Lending

Objective: The student, when asked, lends his/her possessions to other students or refuses politely.

Career Developmental Area: Self - feelings

Activities: Discuss the value of sharing. One way to share is to loan things to temporarily to someone who will return them in good condition when he/she is through using them. Have students share experiences with lending and borrowing and ask them how they feel people should treat the things they borrow.

Say: It is always the owner's right to refuse to lend something; but that if he does, he must do so in a polite and considerate manner.

Tell the students what you expect them to do. When asked to lend something:

(1) Decide if you want to lend it. (you might need to use it yourself or be afraid something might happen to it.)

(2) Say "yes" and give it to the person, or

(3) Say "no , I'm sorry" in a polite way and give the reason for not lending the item.

Show the students what you expect them to do. Have a student ask you to borrow something. Respond appropriately, showing how you would go about agreeing to lend, and refusing to lend. Ask students to identify elements 1, 2, 3 above. Praise.

Have the class practice. Each student should have an opportunity to respond. Praise. Cue lending by praising others who lend possessions (or refuse in a polite way)

SOCIAL SKILLS

Objective: The child will introduce himself/herself and politely ask someone to do something.

Career Developmental Area: Self - feelings

Materials: Movie: "Late for Dinner! Was Dawn Right?"

Movie: "Being a Good Sport" (Beginning Responsibility)

Movie: "Lunchroom Manners"

Movie:' "Courtesy for Beginners"

Activities: Magic Circle (See Magic Circle Direction Card)

1. I Can Show How I Meet New People. Describe how it feels when you don't know somebody who you find yourself with. Say: Let's pretend that _____ doesn't know me. I'm going to tell him/her who I am. I'm going to introduce myself. I'm sure that I will like him/her because he/she looks so nice and I'm sure he/she will like me too. Discuss feelings. Ask: The next time you're with someone you don't know, what could you do?

2. How I Ask Someone To Do Something Sometimes we want or need something from someone but he/she doesn't know it. I'm going to choose someone and then ask him/her to do something for me, something I know this person can do and something that he/she will probably want to do. Ask: What could you do if you want something from someone? Is it hard to ask for something? If someone asks something and you can't do it right then, what could you do?

SOCIAL SKILLS

Objective: When given a social activity the child will respond with appropriate responses.

Career Developmental Area: Self - feelings

Activities:

1. Discussion of "Goofust Gallant" from Highlights.

2. Good Citizen Award - talking quietly, sharing, helping a friend, working in room, saying thank you.

3. Manners Club - At the end of the day discuss who has good manners. Child writes his name on club membership chart (membership buttons). After a few days discuss how others can be members (do not single out negative behavior)

4. Magic Circle (See Magic Circle Direction Card)

   I Can Say Your Name "Would you like to show another person in our circle that you know their name?" "I'll point to you. Your name is _____. How does it feel to know that I know your name?"

   I Can Greet You. Think of different ways people greet each other. Do one. Make sure everyone is greeted. "How does it feel when you were greeted?" When children shake hands, ask them to look in each other's eyes. "When people greet each other, how does it make them feel?"

   A Person Who Gives Me Good Feelings "Do people need friends?" "How does having a friend feel?"

   I Can Do Something Nice For You "What kinds of things could be done in the circle that could make someone else feel good?" "Later on when you are playing, if someone does something nice for you how will it feel?" "How will you feel if you do something nice for them?"

   I Can Show How I Meet New People Discuss how it feels when you don't know somebody with whom you find yourself. "Let's pretend that ____ doesn't know me. I'm going to tell her who I am, I'm going to introduce myself. I'm sure I will like her because she looks so nice and I'm sure she will like me too." Discuss feelings. "The next time you are with someone you don't know, what could you do?"

Social skills, cont'd.

I Can Show What I Do When I Go To Someone's House

I Can Show What I Do When Someone Comes to My House

I Can Offer To Do Something For You Choose a different child each day to ask "What can I do for you?"

SOCIAL SKILLS

Objective: The child will practice appropriate responses to others.

Career Developmental Area: Decision Making - Process

Activities: Nice Way To Say It Game: Let the children act out the nice way to tell someone and the poor way to tell someone:

to help you do something
that he/she should not play in a certain place
that you don't want to play today
that he/she is not playing fairly
to give you some milk

SOCIAL SKILLS - TEASING

Objective: The child will respond to teasing or name-calling constructively.

Career Developmental Area: Self, and Decision Making - Application

Materials: Filmstrip: KINDLE "Sticks and Stones"

Filmstrip: EXPLORING MORAL VALUES # 13 Bully (no sound)

Book: Role Playing for Social Values p. 380-382

Activities: Story Everyone in the Red Baron Little League Team liked Marvin. It was easy to see why. Marvin was kind to everyone and very smart about staying out of trouble. In fact, Marvin was so smart about staying out of trouble that he was asked to be the "Problem Solver" at the Little League. He had his own special arm band that was red and had "Problem Solver" written on it. Anyone in the League could go to Marvin to talk about a problem and Marvin was always helpful.

One day Jose came running to Marvin with tears in his eyes. "Marvin," said Jose, "that big bully, Billy, just called me a name and I feel bad." "What did you do when Billy called you a name?" asked Marvin. "Why, I started to cry and then came to you," replied Jose. "You were smart not to say anything back, Jose. Listen very carefully and I'll tell you my magical secret that helps people stay out of trouble: When someone makes you all upset, don't let him know you heard and just forget; or tell him something nice."

Jose thought about this poem for some time then lef Marvin and went back to his position in the game. There stood big bully Billy and when he saw Jose he called him another name. Jose remembered the poem:

When someone makes you all upset,
Don't let him know you heard and just forget;
Or tell him something nice.

Instead of crying, Jose said to Billy, "Billy you are a good baseball player. Would you like to show me how you bat so well? Billy was so pleased with Jose's nice comment that he said, "Sure, pal, let's go practice."

Tell the students what you expect them to do. Teach the poem - write it on the board.

Review responses to teasing. 1. Ignore - walk away
2. Change the subject or "I'm sorry you feel that way".
3. Say something nice.

Show the students what you expect them to do. Pretend someone has teased you. Teacher model responses.

Have the students practice. (Do not role play teasing-only responses.)

Praise - Praise every day when students attempt to follow steps 1,2,3, above.

Emphasize strong points of a child who is teased because of a problem.

STRANGERS

Objective: The child will identify who is a stranger.

Career Developmental Area: Self - feelings, and Decision Making - application.

Activities: Define "stranger"
Show 2 cards - picture of stranger and friend - children choose which is friend.
Explain things children should do when confronted with a stranger.
Role play possible situations

(give example)

# TATTLING

Objective: When presented with emergency situations, the student will be able to say which should be reported to the teacher.

Career Developmental Area: Decision Making - application

Materials: Filmstrip: What Do You Think About Tattling (no sound)

Activities: Discuss what an emergency is. Differentiate between serious events and minor situations which would involve "tattling". Get ideas from students about what kinds of events should be reported to the teacher or another adult and what kinds of happenings are not considered emergencies. Use stories or films where available. Have students paint pictures of emergencies to watch for and report.

Tell the students what you expect them to do.

(a) Report an injury

(b) Report dangerous events such as fires, deep open holes, broken glass.

(c) Report sudden illness.

(d) Report someone in danger such as hanging on a limb, being taken in a car, crossing the street against a light.

Show the class what you expect them to do. Role play reporting an injury on the playground involving a student who fell from a swing. Ask students to identify why this was a true emergency and identify a, b, c, d, above. Also present problems which would and would not require reporting to the teacher. (for example, minor incidents such as a child chasing another child, a broken window) and have students role play ways to handle these situations.

Have the students practice by having volunteers role play some situations such as the following:

(1) Tom is playing with you on the playground. He is hit hard on the head with a baseball and falls down.

(2) You see smoke coming from a closed door.

(3) Jimmy slips playing hopscotch. He says he isn't hurt.

(4) George and Bob are pushing each other in the hall.

Tattling, continued.

(5) Mary suddenly falls down, shaking violently.

(6) Tim dishes in line.

(7) Jean's dog followed her to school and is in the hall.

Evaluate together whether it was an emergency and why. Praise good responses.

Praise those who used to "tattle" when they refrain from reporting on unimportant incidents.

VALUES

Objective: The child will take a position on a subject and defend it, and will hear others views.

Career Developmental Area: Decision Making

Activities: Discuss a dilemma (real or from a story or filmstrip) (Example: GA "That's No Fair)

What's not fair about it?

Are there rules or customs which ahve helped establish this concept of fairness?

Would your idea of fair change if circumstances changed in some way?

Does everyone agree about what is fair? How and why might people differ?

When a teacher helps a student analyze reactions, he/she has a real opportunity to identify and examine values of his/her own as well as others. The teacher can help students develop tools for looking at value conflicts by:

(1) Open-ended stories; develop alternate ways of behaving and solving conflicts.

(2) Values continuum; line on the chalkboard, tape on the floor, or string on the wall connecting two signs reading Yes & No, or showing a smiling face or a frowning face. Have children place themselves on the line showing their answer to the dilemma. Then ask those at opposite ends of the line to give their reasons for standing there. Allow children to move to different places on the continuum if the arguments change their minds. Children may ask questions to clarify their views.

VALUES

Objective: The child will observe or participate in simulations of situations where choices need to be made.

Career Developmental Area: Decision Making, and Self - feelings

Activities: Magic Circle (See Magic Circle Direction Card)

1. I Had A Hard Time Choosing Between Two Things

Discuss with the class how someone might try to pressure them into doing something they knew they should not do. (Include child's feelings when being pressured and feelings if he/she gives in.) Clarify with the children that no matter how great the pressure, ultimately they choose what they do.

a. Your mother has left you at home for a litte while with the instructions that no one is to come in the house while she's gone. Several friends come over and want to play with your new trucks.

b. Your brother has a new baseball and has asked you not to play with it. Some friends come over and want to play with it.

c. You went on an errand to the store for your mother. She asked you to come straight home. Some friends are playing hopscotch down the street, and you want to play with them.

d. You are playing with some friends. Another of your friends comes and wants to play, too. The children with whom you are playing do not want the newcomer to play with them and are not pleasant about it.

e. Your mother brought you a present from a trip. You took it to school and one of your friends wanted it. He begged you to give it to him.

VALUES

Objective: The child will hear or participate in a simulated experience involving consequences of behavior.

Career Developmental Area: Decision Making

Materials:

Movie: "Only Benje Knows; Should He Tell?"
Movie: "Late For Dinner! Was Dawn Right?"
Filmstrip: "What Do You Think About - Lying, Tattling, Being Alone, Your Community Promises, Helping Your Family.
Filmstrip: Finders Keepers (no sound)
Filmstrip: GA First Things "That's No Fair"
Filmstrip: SRA "Sometimes I Wonder"
Filmstrip: Exploring Moral Values (no sound)
Filmstrip: Lollipop Dragon - "Care of Property" - "Kindness to Animals"

Story: DUSO I Unit IV Story A (Good & Lazy), Story B (Work), DUSO I UNIT VIII

VALUES

Objective: The child will identify what values he/she considers important.

Career Developmental Area: Decision Making

Activities: Collages:

What you want to be
Your life so far - birth to present
Value - rich words (courage) hope, love, honesty, parent, kids, country

Each child take a turn to be:
Lazy Me
Ambitious Me
Silly Me
Serious Me

And tell what they think about:
Saturday Morning
A Math test
Tree Climbing
Watching TV

Discussion: What does it mean when someone tells you that you are good?

Who decides what is good?

Do you feel like a good person?

(from Class Meeting topics: Don Miller)

VALUES

Objective: The child will choose between several responses to situations.

Career Developmental Area: Decision Making

Activities: Discuss responses to following situations. Have children vote on choice.

1. A classmate calls you stupid.
   You could: Say, "You're stupider than me!"
   Try to forget it.
   Plan to get him in trouble some time.
   Or _____
   _____

2. Your mother says your little sister gets to stay up a half hour later than you. You could: Cry
   Wait 'til mother's not looking and hit sister.
   Or _____

3. You own the baseball, but you are chosen last to be on one of the teams. You're angry and hurt. You could _____.

4. Your teacher says your school work has gotten much better.
   You could: Say, "Thank you" and keep working the same way
   Or _____

VALUES

Objective: The children will enact and confront a situation where they must hold their own values despite group pressure.

Career Developmental Area: Decision Making

Activities: Role playing activity about a boy who would not play with fire even when the other children wanted to. DUSO I Role Playing Card VIII A

Role playing activity about playing in an unfinished house. DUSO I Role Playing Card VIII D

WORK HABITS

Objective: The student will work on an assigned task until it is completed and finish in a reasonable time.

Career Developmental Area: Employability and Work Adjustment Skills

Materials: Scott Foresman - Moving Ahead - Open Highways, p. 106

Activities: 1. Show the class two worksheets, one finished, one not. Ask which paper would you rather hand in to the teacher? Why?
Ask what does it mean to finish your assignment?
Praise responses.

Put up all completed work (correct or not) on bulletin board with some symbol of approval.

2. Play game "Time to Stop". Write tasks on slips of paper and amount of time allowed.

Example: (1) Write the names of all your table on the board. (60 seconds)

(2) Match 10 letters with words beginning or ending with letter. (40 seconds)

(3) Match upper case and lower case letters (50 seconds)

(4) Match Math problems with answers. (35 seconds)

Pair students and have them draw slips and complete tasks. (Be sure there is enough time)

Discuss "In this game everyone was able to finish before time to stop. What are some of the things you did that helped you finish before time to stop?"

(A) Asked questions about things not understood before time started.

(B) Got all necessary materials together and ready before starting.

(C) Started on the task immediately.

(D) Worked steadily on task until completed.

(Write list on board)

Show students what you expect them to do. Take the role of a pupil who has been given an assignment to complete in five minutes. Have a student give you a worksheet (one they can do) and say "You will have five minutes to complete this worksheet." (Teacher complete quickly.) After role-playing is completed, ask: "What did you observe that I did that was on our list on the board?"

For the next several days, tell the students exactly how long they have to finish each assignment. Write the time they are to be finished on the board. Praise when finished. When students hand in work, tell them when you will return it. Be sure to get it back.

One of the best ways to reinforce students who complete work on time is to provide a desirable activity for those who complete work before time is up. Example: a book to read, a page to color, a puzzle to work, etc. Be sure the work is not too difficult to finish accurately.

WORK HABITS

Objective: The student will bring to school required materials from home.

Career Developmental Area: Employability and Work Adjustment Skills - Responsibility

Activities: Discuss what happens when we do no' bring in what we need for class.

Tell the students what you expect them to do.

(A) At home the student should collect everything he/she needs to take to school with him/her and leave it all together in a convenient place - a table near the front door, his/her dresser, the kitchen table where he/she eats breakfast. (Have students discuss various places in their homes where they can leave their school materials.)

(B) When the student leaves for school he/she should take these items with him/her, carry them carefully all the way to school, and bring them to his/her seat.

Show the student what you expect them to do. Pretend you are a student at home preparing for school in the morning. Go through all the steps describing your actions as you go along.

Have students practice. Check the materials every day for a week, awarding a star or a check on a chart for bringing everything that is required to school. Praise appropriate behavior.

Cues for problem children.

1. Praise another student nearby for bringing required materials.
2. Leave notes for children reminding them what to bring.
3. Remind student before leaving at the end of the day. Specify materials.
4. Send a note home to parents specifying materials the child should bring.
5. Give stars on Responsible Classroom Citizen Chart.

WORK HABITS

Objective: The student will persist at a task until completed and ask for help if needed.

Career Developmental Area: Employability and Work Adjustment Skills and Decision Making - application

Activities: Story: This is about the Read-a-thon. After seeing a movie and learning about a Reading Contest at school, Pete Persistent and George Givup decided to enter the contest. Both George and Pete had visions of winning the big school prize for reading the most books. The boys went to the library and chose the books they thought would be the most fun to read. Pete and George were very excited and began reading nearly all the time.

The boys had trouble reading some books that were very hard. Pete Persistent went to the library to choose books he could handle more easily. George Givup got angry with his books and said "That's too hard".

Ask: Who do you think will be most likely to win the Read-a-thon? Why?

Say: Just as in the story, we sometimes face a difficult task at school. When we are confronted with a difficult task we have two choices. We can give up or continue working on it. Sometimes the task will require something we do not understand. In these cases we look for help by ourselves or by asking someone for help.

Show the students what you expect them to do. Take the role of a student working on a difficult arithmetic paper. Ask the student to take the part of the teacher or a helping peer. Talk out loud as if to yourself as you work on the paper, describing your actions, for example, "I finished this problem, but now there is one I can't get. I'll have to have help." Raise your hand and demonstrate getting help; then resume the monologue. "Now I'll try the next problem. I think I can do it because it looks like the last one." Continue until paper is complete. Ask students to identify your actions.

Have students practice. Give each student a task which is below his mastery level, one which he can work on completely independently. Ask students to work at the task until it is finished. Make yourself and other students available to provide assistance. Provide reinforcement to students who continue working. Praise students both for working and for completing the papers. Offer some incentives - free time, a job, a privilege when paper is finished, and allow time for them.

Be sure the task is not too difficult; no incentive will help when work is too hard.

Identify and praise children when working persistently.

Make a bulletin board with the theme: The Read-A-Thon

Inform the pupils that for each book they read, or activity period they work on a difficult task -- they will earn the opportunity to advance their "name" one book. Offer some incentive to win.

Name Tags:

Jimmy

Mary